

ELLOREE ELEMENTARY

980 Wolfe Street
Elloree, South Carolina 29047

GRADES K-6 Elementary School

ENROLLMENT 377 Students

PRINCIPAL Janie N. Dease 803-897-2233

SUPERINTENDENT David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	25	36	3

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

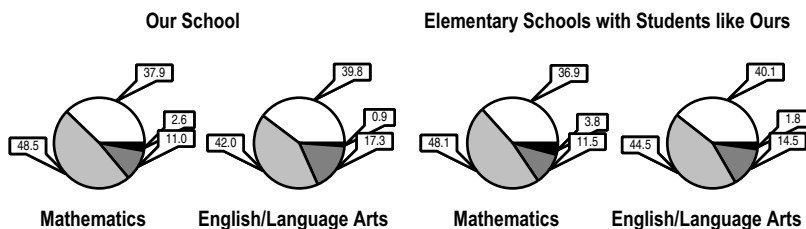
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Average	Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	57	18
Percent satisfied with learning environment	91.4%	78.9%	77.8%
Percent satisfied with social and physical environment	91.4%	73.7%	62.5%
Percent satisfied with home-school relations	69.7%	87.7%	55.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	277	96.8	39.8	42.0	17.3	0.9	18.1	17.6
Gender								
Male	135	97.0	45.3	43.4	10.4	0.9	11.3	17.6
Female	142	96.5	35.0	40.8	23.3	0.8	24.2	17.6
Racial/Ethnic Group								
White	41	95.1	22.6	35.5	35.5	6.5	41.9	17.6
African-American	233	97.0	42.3	43.3	14.4	N/A	14.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	214	97.2	33.0	44.9	21.0	1.1	22.2	17.6
Disabled	63	95.2	64.0	32.0	4.0	N/A	4.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	277	96.8	39.8	42.0	17.3	0.9	18.1	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	276	96.7	39.6	42.2	17.3	0.9	18.2	17.6
Socio-Economic Status								
Subsidized meals	265	96.6	40.0	43.3	15.8	0.9	16.7	17.6
Full-pay meals	12	100.0	36.4	18.2	45.5	N/A	45.5	17.6

Mathematics								
All students	277	96.4	37.9	48.5	11.0	2.6	13.7	15.5
Gender								
Male	135	96.3	37.4	48.6	10.3	3.7	14.0	15.5
Female	142	96.5	38.3	48.3	11.7	1.7	13.3	15.5
Racial/Ethnic Group								
White	41	97.6	19.4	54.8	16.1	9.7	25.8	15.5
African-American	233	96.6	40.5	47.7	10.3	1.5	11.8	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	66.7	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	214	96.7	31.8	51.1	13.6	3.4	17.0	15.5
Disabled	63	95.2	58.8	39.2	2.0	N/A	2.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	277	96.4	37.9	48.5	11.0	2.6	13.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	276	96.4	37.6	48.7	11.1	2.7	13.7	15.5
Socio-Economic Status								
Subsidized meals	265	96.2	38.4	48.1	10.6	2.8	13.4	15.5
Full-pay meals	12	100.0	27.3	54.5	18.2	N/A	18.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	57	N/A	35.1	45.6	19.3	N/A	19.3
	Grade 4	55	N/A	30.9	67.3	1.8	N/A	1.8
	Grade 5	65	N/A	61.5	30.8	7.7	N/A	7.7
	Grade 6	58	N/A	42.1	45.6	12.3	N/A	12.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	65	93.8	26.4	39.6	32.1	1.9	34.0
	Grade 4	74	97.3	29.8	47.4	22.8	N/A	22.8
	Grade 5	65	96.9	57.4	38.9	3.7	N/A	3.7
	Grade 6	73	98.6	45.2	41.9	11.3	1.6	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	57	N/A	45.6	47.4	7.0	N/A	7.0
	Grade 4	55	N/A	52.7	41.8	3.6	1.8	5.5
	Grade 5	65	N/A	72.3	27.7	N/A	N/A	N/A
	Grade 6	58	N/A	63.2	29.8	3.5	3.5	7.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	65	96.9	20.8	56.6	17.0	5.7	22.6
	Grade 4	74	93.2	32.8	55.2	6.9	5.2	12.1
	Grade 5	65	98.5	57.4	35.2	7.4	N/A	7.4
	Grade 6	73	97.3	40.3	46.8	12.9	N/A	12.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 377)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	94.7%	Down from 95.6%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.1%	Down from 5.6%	4.7%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.1%	Up from 5.1%	8.3%	8.0%
Older than usual for grade	0.5%	Down from 1.5%	3.1%	1.1%
Suspended or expelled	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	58.8%	Up from 54.3%	46.8%	50.0%
Continuing contract teachers	88.2%	Up from 77.1%	76.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	87.7%	Up from 85.0%	79.4%	86.2%
Teacher attendance rate	95.2%	Up from 93.9%	95.2%	95.3%
Average teacher salary	\$42,335	Up 1.2%	\$37,937	\$39,909
Prof. development days/teacher	8.9 days	Down from 11.3 days	13.0 days	11.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio	10.8 to 1	Down from 13.1 to 1	16.7 to 1	18.9 to 1
Prime instructional time	88.5%	Up from 87.9%	88.9%	89.7%
Dollars spent per pupil*	\$8,414	Up 27.9%	\$7,019	\$5,892
Percent spent on teacher salaries*	56.4%	Down from 65.5%	63.2%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The goals implemented during the 2002-2003 school year at Ellore Elementary School reflect the key points found in our School Renewal Plan: providing strategies to increase students' scores in grades 3-6 on PACT, specifically in English and math; increasing professional staff development opportunities for teachers; and developing stronger parental, school, and community support. Many student/school activities were placed into action during the 2002-2003 academic term as outgrowths of the goals outlined above:

A local curriculum for math based on state standards was developed by District math teachers and was used consistently by our math teachers at EES. We look forward to positive gains in the 2003 math PACT scores as a result of this aggressive activity.

Academic assistance (e.g., the Afterschool Comprehensive Remediation Program and the creation of the Homework Center by Ellore Elementary's Chorus Booster Club) was provided to remediate students with academic deficiencies in math, English, science, and social studies. We also held five (5) Saturday Academy workshops to assist students in preparation for PACT 2003.

Specialty area consultants (in English, math, science, social studies) were hired to maximize teaching and learning opportunities and to promote classroom learning.

Alternative schedules for teachers were devised to encourage efficient planning and professional growth opportunities.

A series of activities were created to provide support, assistance, guidance, and resources to parents and their children in grades Child Development through six. Thanks to members of the Lake Marion Kiwanis Club, students at Ellore Elementary were recognized each six weeks at PTA meetings for modeling good behavior, improving their academic/study skills, and demonstrating random acts of kindness.

Programs/Activities were organized to connect the home, school, and community. A noteworthy activity occurred on February 8, 2003, when EES presented its first Family Retreat. During this event, medical, legal, and educational issues were discussed.

Positive childhood experiences for our 401 students, of whom 98% were eligible for free or reduced-price lunch, will continue to be a priority for the staff at Ellore Elementary School.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.